

**THE EFFECT OF SQ3R METHOD TOWARD READING  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS  
AT MAN 1 PEKANBARU**



**By**

**WANDI SYAHFUTRA  
NIM. 10614003415**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1431 H / 2010 M**

**THE EFFECT OF SQ3R METHOD TOWARD READING  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS  
AT MAN 1 PEKANBARU**

A thesis  
Submitted in Partial Satisfaction of Requirement  
for the Bachelor Degree in Education  
(S.Pd)



By

**WANDI SYAHFUTRA  
NIM. 10614003415**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1431 H / 2010 M**

## **ABSTRACT**

### **Wandi Syahfutra (2010). The Effect of SQ3R Method toward Reading Achievement of the Second Year Students at MAN 1 Pekanbaru.**

Based on the writer's preliminary study, it was found that most of students' reading achievement was still less than enough. This problem caused some factors. For example, some of students cannot identify general information of the text, and cannot identify detailed information of the text. So, the writer is interested in carrying out the research about this problem

The research was administered at MAN 1 Pekanbaru. The subject of the research was the second year students at MAN 1 Pekanbaru, and the object of this research was the effect of SQ3R method. The design of this research is Pre-experimental design.

The population of this research was all of the second year students. The total number of population was 229 students. Due to the number of population was large, the researcher used cluster sampling by taking two classes only as sample; IPA XI. 3 consisted of 31 students as experimental group, and IPA XI. 4 consisted of 31 students as control group. So, the numbers of sample from two classes were 62 students. To analyze the data, the researcher adopted paired sample t-test formula by using SPSS.

After analyzing the data, the researcher found that is significant effect of SQ3R method toward reading achievement of the second year students' at MAN 1 Pekanbaru, where T shows 11.78 at significant level 5% it shows 2.04, and at level 1% it shows 2.75. Thus, null hypothesis ( $H_0$ ) is denied, and alternative hypothesis ( $H_a$ ) is accepted, in which shows  $2.75 < 11.78 > 2.04$ . Then, the percentage of effect SQ3R method session also shows the quite improvement where it could help improve 13.84%.

## **ABSTRAK**

### **Wandi Syahfutra (2010). Pengaruh Metode SQ3R terhadap Hasil Reading Siswa Tahun Kedua di MAN 1 Pekanbaru.**

Berdasarkan studi pendahuluan penulis, di temukan bahwa, sebahagian besar hasil reading pada siswa masih rendah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa mengidentifikasi informasi yang umum dari teks, dan informasi yang khusus dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di MAN 1 Pekanbaru. Subjek dari penelitian ini adalah pada siswa tahun kedua MAN 1 Pekanbaru, dan objek dari penelitian ini adalah pengaruh dari metode SQ3R. Adapun jenis penelitiannya adalah Pre-experiment.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 229 siswa. Dikarenakan jumlah populasinya sangat banyak, peneliti menggunakan cluster sampling yang hanya mengambil dua kelas sebagai sampel; IPA XI.3 yang terdiri dari 31 siswa sebagai kelompok experiment, dan IPA XI.4 yang terdiri dari 31 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 62 siswa. Untuk data analisisnya, peneliti menggunakan paired sample t-test melalui SPSS.

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari metode SQ3R terhadap hasil reading siswa tahun kedua MAN 1 Pekanbaru, dimana T menunjukkan 11.78 pada level signifikan 5% adalah 2.04, dan pada level 1% adalah 2.75. Maka, null hypothesis ( $H_0$ ) ditolak, dan alternative hypothesis ( $H_a$ ) diterima, ditunjukkan dengan  $2.75 < 11.78 > 2.04$ . Kemudian, adanya peningkatan pada sesi persennya pada 13.84%

واندى شاه فوترا (٢٠١٠) : تأثير طريقة SQ3R لنتائج القراءة من طلاب العام الثانية في المدرسة العالية الإسلامية الحكومية ١ باكنبارو .

على أساس دراسة تمهيدية , أن نتائج القراءة من معظم الطلاب منخفضة . هذه المشكلة بسبب عدة العوامل . المثال , لا يستطيع بعض الطلاب تحديد المعلومات العامة و الخاصة من النصوص . لذلك أراد الباحث لبحث هذه المشكلات .

أجرى هذا البحث في المدرسة العالية الإسلامية الحكومية ١ باكنبارو . أفراد البحث في هذا البحث طلاب العام الثانية في المدرسة العالية الإسلامية الحكومية ١ باكنبارو و موضوعه تأثير طريقة SQ3R أما نوع البحث هو شبه التجربة.(Pre-experiment)

المجتمع من البحث هو كل طلاب العام الثانية عدده ٢٢٩ طالب . بسبب الكثير من المجتمع فاستخدم الباحث عينات العنقودية (Cluster Sampling) التي لم تكن إلا فصلين كعينة IPA . الحادى عشر ٣ التي تتكون من ٣١ طالبا كمجموعة تجربة و IPA الحادى عشر ٤ التي تتكون من ٣١ طالبا كمجموعة مراقبة . لذلك عدد من عينات من الفصلين هو ٦٢ طالبا . لتحليل البيانات استخدم الباحث Paired sample t-test من خلال SPSS 16,0

بعد تحليل البيانات وجد الباحث تأثيرا هاما من طريقة SQ3R لنتائج القراءة من طلاب العام الثانية في المدرسة العالية الإسلامية الحكومية ١ باكنبارو . حيث يشير T ١١,٧٨ . على مستوى ٥٪ هو ٠,٢ و في مستوى ١٪ هو ٢,٧٥ . ف  $(H_0)$  مردودة و  $(H_a)$  مقبولة و هذا أشار إلى ٧٥,٢  $> ١١,٧٨ < ٠,٢$  . ثم هناك زيادة في ١٣,٨٤ ٪

## **LIST OF CONTENTS**

### **SUPERVISOR APPROVAL**

### **EXAMINER APPROVAL**

<b>ACKNOWLEDGEMENT.....</b>	<b>i</b>
<b>ABSTRACT (ARABIC) .....</b>	<b>iii</b>
<b>ABSTRACT (ENGLISH).....</b>	<b>iv</b>
<b>ABSTRACT (INDONESIAN).....</b>	<b>v</b>
<b>LIST OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF APPENDIXES .....</b>	<b>ix</b>

<b>CHAPTER I. INTRODUCTION .....</b>	<b>1</b>
A. The Background .....	1
B. The Problems .....	5
1. The Identification of the Problem .....	5
2. The Limitation of the Problem .....	5
3. The Formulation of the Problem .....	5
C. The Objectives and the Significance of the Research.....	6
1. The Object of the Research .....	6
2. The Significance of the Research.....	7
D. The Reason Choosing the Title.....	8
E. The Definition of the Terms .....	8

<b>CHAPTER II. THE THEORETICAL FRAME WORK .....</b>	<b>10</b>
A. The Theoretical Framework .....	10
1. The Nature of Reading.....	10
2. The Nature of Reading Achievement .....	14
3. The Nature of SQ3R Method.....	16
4. The Procedure of Teaching and Learning Process by Using SQ3R Method .....	23
5. The Nature of Discussion Method .....	28

6. The Procedure of Teaching and Learning Process by Using SQ3R Method .....	29
B. The Relevant Research .....	30
C. The Operational Concept .....	31
D. The Assumption and Hypothesis .....	33
<b>CHAPTER III. RESEARCH METHODOLOGY .....</b>	<b>35</b>
A. The Design of the Research .....	35
B. The Location and the Time of the Research .....	35
C. The Subject and Object of the Research .....	35
D. The Population and the Sample of the Research .....	35
E. The Technique of the Data Collection .....	37
F. The Data Analysis Technique .....	38
<b>CHAPTER IV. THE DATA PRESENTATION AND THE DATA ANALYSIS .....</b>	<b>40</b>
A. The Data Presentation .....	40
1. The Data of Observation .....	40
2. The Data of Test .....	41
B. The Data Analysis .....	42
1. The Data of Observation .....	42
2. The Data of Test .....	42
<b>CHAPTER V. CONCLUSION AND SUGGESTION .....</b>	<b>60</b>
A. The Conclusion .....	60
B. The Suggestion .....	60

## REFERENCES

## APPENDIX

## **CHAPTER I**

### **THE INTRODUCTION**

#### **A. The Background**

Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skill. According to Nunan (1990: 33), “reading is an interactive process between what readers already news about topic or subject, and what writer writes”.

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. Horner, Jeremy (1991: 183- 184) said that, the reader employs a number of specific skills when reading, and their success in understanding the content of what they see depends on a large extent on these specific skills. The skills of reading are: predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting meaning from context.

Nurhadi (1987:13) said that, reading process involves internal and external factors of the reader. The internal factors can be thought as intelligence, interest, aptitude, motivation, reading processes. While the external factor can be informs of things, such as reading facility, reading text, environment, social status, economic background, and reading habit.

According to Brown (1994: 217), “English has four skills, namely; listening, speaking, reading and writing”. All of them cannot be separated each other. Besides, as a skill reading is only one of the important things. However, some students in learning English do not understand the way to increase their



achievement on reading subject. According to Hornby (1995: 27), “reading is the action of a person who read or an attempt to make a meaning from what an author has written”.

The students that learn English as a foreign language should understand the process of reading when they read an English reading text. According to Wassman and Rinsky (2000: 2). The effective reader;

“You do not have to be genius or have an exceptionally high intelligence quotient (IQ) to read well. Rather, you need an understanding of the reading process in understanding of how to go about reading different types of printed information. In this way, you can practice techniques that will help you succeed in becoming an effective reader. Two main ingredients are needed: the willingness to change those reading habits that interfere with or limit your reading ability, and the willingness to practice, practice, and practice”.

Statement above informs us to always do practice to understand reading text.

Thohirin (2001: 81- 87) said that, the level of students’ achievement is determined by some factors, like approach, strategy, and method. In learning reading, there is one of the good methods can improve students’ reading achievement called SQ3R. This method is practice method that can be applied in many learning approaches.

Hornby (1985:8) said that achievement is something done successfully with an effort and skill. It means that success of the students depends on their effort and skill. If they do not have effort, they will be failing, and their achievement becomes low. It can be said that students who do the task will possibly have a chance to have good achievement. Consequently, the students who read the text will have different achievement compared with those who do not read.

Morgan in Bentinengsih (2006: 8) said that, reading is an active process of interacting with print and monitoring comprehension to establish meaning. Achievement is a powerful motive to accomplish something to succeed at what one undertakes and to avoid failure. In this research, reading achievement is defined as the achievement gained by students after they have learned certain materials of reading within a certain period of time.

SQ3R method is a method that was design by Francis Pleasant Robinson to help learners understand the meaning of the context text. This method was developed in the 1940s, and it has been successfully for many years. Considerable experimentation has been done, and the system has proven effective in increasing students' retention. Basically, SQ3R is the way of learning as you read. Activating SQ3R method is the key for readers to achieve reading achievement and help students become independent readers. They learn to think that reading by using the method will help them analyze the text. Whorter (1992: 38) said that, SQ3R is the way of learning as you read. It was built in 1940s by Robinson, and it is abbreviation of survey, question, read, recite, and review.

MAN 1 is one of high schools in Riau province located in Pekanbaru. English also becomes one of course subjects taught and examined in UN (Ujian Nasional/National Examination). Reading is one of English skills that has been taught, and it should be mastered by students in this school. Students at MAN 1 study English six hours in a week. For English class especially for classroom XI/3 and XI/4, Mrs. Nurhasanah MS, S. Pd. I and Mrs. Yusniar, S. Pd are the English teachers. MAN 1 Pekanbaru adopts *Kurikulum Tingkat Satuan Pendidikan* (KTSP).

When the students learn to make connection from their experience to the text, they are currently reading. As good readers, they think about what they are reading and consider how it fits what they already know. The students in learning English, they should understand what they are learning because; there is a complex connection between authors to the readers and the messages conveyed between authors to the reader. For those, the students have to have the strategy to be applied in reading.

The success of teaching reading for MAN 1 Pekanbaru is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. In reading subject, the English teachers have used various methods in teaching like; discussion method, and speech method. Moreover, they are taught by using various methods. But, in reality, the results of their English study are still far from expectation of curriculum. Actually, many of students who learn English are interested in reading text. But, some of them do not understand and cannot express what they have read. Therefore, these problems are very important to find out the solution, because it has relationship to their success particularly in learning reading as one of the language skills. According to syllabus, teaching reading is to make students are able to read and comprehend more difficult reading text of various levels of difficulties.

Based on the writer's preliminary observation, the students did not understand the reading text and they were still far from expectation of teaching reading objective, the fact can be seen in the actual symptoms as follows:

1. Some of students couldnot understand reading texts.
2. Some of students couldnot communicate by using English.

3. Some of students felt bored when they were assigned to do exercises in reading text.
4. Most of students had limited vocabulary.

Based on the general symptoms above, the writer is interested to conduct a research entitled: **THE EFFECT OF SQ3R METHOD TOWARD READING ACHIEVEMENT OF THE SECOND YEAR AT MAN 1 PEKANBARU.**

## **B. The Problems**

### **1. Identification of the problems**

Based on the descriptions and several symptoms above, there are some problems dealing in this research. The problems can be identified in following questions:

- a. Why do the students have difficulties in understanding reading texts?
- b. Why do the students have difficulties communicate by using English?
- c. Can the students add their vocabulary?

### **2. Limitation of the problems**

Based on the identification above, the writer limits the problem of the research on the effect of SQ3R method toward reading achievement of the second year students at MAN 1 Pekanbaru.

### **3. Formulation of the problems**

Based on the limitation above, the problems of this research will be formulated into following research question: Is there any significant effect of SQ3R method toward reading achievement of the second year students at MAN 1 Pekanbaru?

## **C. The Objective and Significance of the Research**

### **1. The Objective of the Research**

The objective of the research on the student's reading achievement by using SQ3R method is to find out the significant effect of SQ3R method toward reading achievement of the second year students at MAN 1 Pekanbaru.

### **2. The Significance of the Research**

By doing this research, the result would be righteously useful in some sides. The significance of the research are:

#### **(A) The significance for the institution**

##### **1) The significance for the teacher**

- a. To introduce the teacher one of the good methods in teaching reading.
- b. To add teacher's proficiency in teaching and learning process by using some teaching methods.

##### **2) The significance for students**

- a. To improve students skill, especially in understanding reading text.
- b. To trigger the students to read actively and to improve the students reading achievement.
- c. As a valuable contribution for students, who want to improve their creativity, especially in understanding reading text.

#### **(B) The significance for TEFL**

- a. To vary teaching English as a foreign language especially teaching reading.
- b. To let the teacher know that SQ3R method can help students improve their reading achievement.

**(C) The significance for the researcher**

- a. To fulfill one of the requirements to complete the undergraduate degree at Department of English Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.
- b. As the writers' contribution to develop SQ3R method in teaching reading in all aspects, and get effect for student's reading achievement.

**D. The Reasons for Choosing the Title**

**1. The topic is very interesting to be observed because:**

- a. It can give effect to the students in improving their reading skill.
- b. It can give motivation to the students in learning English and be able to add their reading achievement.
- c. It will help the students understand reading text easily.
- d. It can change thinking frame of the students in assumption that English is difficult subject.
- e. The topic is relevant to the writer as one of the students Department of English. .

**E. Definition of Terms**

The topic of this research is the effect of SQ3R method toward students' reading achievement at second year of MAN 1 Pekanbaru. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

### **1. Effect**

- a. The state of being effective or operative; operation or execution; accomplishment or fulfillment: to bring a plan into effect.
- b. An effect is that which is produced, usually more or less immediately and directly
- c. Something brought about by a cause or agent; a result.
- d. Something that is produced by an agent or cause.
- e. Something that produces a specific impression or supports a general design or intention.

### **2. SQ3R method**

According to Whorter (1992: 38), SQ3R is the way of learning as reader to read. It was built in 1940s by Robinson and it is the abbreviation of Survey, Question, Read, Recite, and Review.

### **3. Reading Achievement**

Morgan in Bentinengsih (2006: 8) said that, reading is an active process of interacting with print and monitoring comprehension to establish meaning. Achievement is a powerful motive to accomplish something to succeed at what one undertakes and to avoid failure. In this research, reading achievement is defined as the achievement gained by students after they have learned certain materials of reading within a certain period of time.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK**

#### **A. The Nature of Reading**

Reading is one of most important language skills should be developed inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text as they read. According to Nunan (1990: 33), “reading is an interactive process between what readers already knows about topic or subject, and what the writer writes”.

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. A specific focus or specific purpose for reading is one that helps students' efforts focus on important information in the text (i.e., important in light of the general purpose for reading the text). This specific focus should be explicitly stated before students begin reading. According to Hornby (1995: 68), “reading is the action of a person who read or an attempt to make a meaning from what an author has written”.

According to Brown (1994: 217), “English has four skills, namely; listening, speaking, reading and writing”. All of them can not be separated each other. Besides, as a skill reading is clearly one of the important.



However, some of students in learning English do not understand the way to increase their achievement on reading subject. Reading is one of subjects to get information and knowledge about everything those readers need from written form.

Nuttal (1982: 18) said that the view of reading is valid at any level. A concern with meaning, and with reader's responsibility for getting meaning out of the text, is not out of place in the earnest reading lessons from a primer, although some primers make an approach difficult by providing texts in which meaning is distinctly lack equally. Hornby (1995: 967) said that reading is to discover the contents or meaning of something, to interpret in a particular way.

Before going to the conclusion, I think it is important to know about the purposes of reading. In general, the purposes of reading are classified as follows: getting general information from the text, getting specific information from the text, reading for pleasure. Nesamalar in Bentinengsih (2006: 19) said that there are some insights about the reading process and reading purposes, they are:

- a. Reading involves knowledge of certain writing conventions.
- b. Real reading involves not merely sounding of the words in text but understanding the meaning or message the words intended to carry.
- c. Understanding a text involves understanding the language in which it is written.
- d. Reading involves utilizing previous knowledge.

- e. Reading is a thinking process.
- f. Reading is an interactive process.
- g. Reading is a life support system.
- h. Reading is not a single skill all the time in the same way but it is multiple skills are used differently with different kinds of the and in filling different purposes.
- i. Wide reading experience in a particular kind of text is often necessary for proper understanding of anyone instance of kind of writing.

Based on the definition above, the writer can conclude that reading is a skill that presents the writer's idea related to the management reading text content itself. Besides, readers must have good interaction with the passage and also the method to understand the text. The aim of teaching reading is to make the students able to read the English texts effectively and efficiently. They do not only have to understand the structure of the texts explicitly but also comprehend the meaning of text implicitly. Since English is not our first language, many students still face difficulties in gathering and comprehending the ideas of reading passages. They do not understand how to obtain the specific and general information of reading texts. In fact, one of the aims of reading is to get the factual information from the served reading texts.

King and Stanlay as cited in Mubarrok (2009: 13) said that, reading has five components contained in reading texts, which are appropriate with the senior high school curriculum as follows:

- a. Finding factual information. It requires readers to scan specific details. Tarigan as cited in Mubarrok (2009:13) said that while reading, the reader
- b. Must be able to recognize the factual or certain information in detail, such as person, places, events, and time. The factual information questions are generally prepared for senior high school students and those which appear with SQ3R method.
- c. Identifying main idea. Reading is concerned with meaning a greater extent than it is with form. Efficient readers stand not only the ideas the ideas but also the relative significances as expressed by the writer. Finding the main idea of the paragraph consisting of many sentences and selecting the main idea not only in the beginning of paragraph but also in the middle and at the end of paragraph. Sometimes, the main idea is not stated clearly, just implicit.
- d. Locating the meaning vocabulary in context. It means that the reader could develop his guessing ability to the words to the information and the topic of the paragraph.
- e. Identifying references. In order to avoid repeated words or phrases, the authors use reference words. King and Stanley as cited in Mubarrok (2009:13) said that recognizing references words and being able to identify the words or phrases to which they refer will help the readers understand the reading passage.

- f. Making inferences from reading text. Inference is a skill where the reader has to be able to read between the lines. King and Stanley divide it in two main attentions, draw logical inference and make accurate prediction.

Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

## **B. The Nature of Reading Achievement**

Hornby (1985:8) said that achievement is something done successfully with an effort and skill. It means that success of the students depends on their effort and skill. If they do not have effort, they will be failing, and their achievement becomes low. It can be said that students who do the task will possibly have a chance to have good achievement. Consequently, the students who read the text will have different achievement compared with those who do not read.

Morgan in Bentinaengsih (2006: 8) said that, reading is an active process of interacting with print and monitoring comprehension to establish meaning. Achievement is a powerful motive to accomplish something to succeed at what one undertakes and to avoid failure. In this research, reading achievement is defined as the achievement gained by students after they have learned certain materials of reading within a certain period of time.

Morgan as cited in Mubarrok (2009: 39) said that achievement is accomplishment on a test of knowledge or skill; also personal motive what somebody has done, not something he can do. Something that a person can do

is called as the ability: while he has done usually through learning is called as the achievement. In other definitions, Morgan said that achievement is a powerful motive to accomplish something to succeed at what one undertakes and to avoid failure.

In order to measure students' achievement in reading comprehension, a teacher should give students a test to know their scores in answering the questions of the reading text. By giving the test, the teacher will be able to know whether his/her teaching process would successful or not.

Achievement is the result of students' effort in learning or doing something successfully that depends upon their learning strategies because the learning strategies can support and improve their learning activities. In this case, the students have their own strategies in doing their task.

Based on the definition above, the writer can conclude that the teacher is one of teaching sub-systems or components in education who determines the students' learning achievement. The learning achievement is always influenced by the skill of teacher who teaches the students. The teacher must be able to motivate and to encourage the students' interest in learning, especially how to master the materials they learn.

The reading achievement standards include three components to be considered when assessing student's independent interactions with text. Three components are identified as follows:

- a. Text complexity- characteristics of literary and information texts.
- b. Reading strategies and behaviors students showed exhibit.

- c. Comprehension responses literal, inferential, interpretive, and personal, critical, evaluative responses to texts.

Exemplars (samples) of comprehension questions and students responses are provided as a guide for teachers to use when formulating questions and promoting discussion with any classroom student's texts. Dorenea (2010: 2).

Furthermore, a product of comprehension would the result of understanding. Some result might be observable, such as written answer question. In other words, to measure the student's achievement in reading comprehension, we should to give a test.

From the statements above, the writer conclude that a test is very important to be given to the students. By giving test, the writer can be easy to know whether teaching method is successful or not, and also the students can know their achievement in learning English, especially their reading achievement.

### **C. The Nature of SQ3R Method**

SQ3R method is a method that was design by Francis Pleasant Robinson to help learners understand the meaning of the context text. This method was developed in the 1940s, and it has been successfully for many years. Considerable experimentation has been done and the system has proven effective in increasing students' retention. Basically, SQ3R is the way of learning as you read. Activating SQ3R method is the key for readers to achieve reading achievement and help students become independent readers.

They learn to think that reading by using method will help them to analyze the text.

Paulston and Newton (1976: 201) said SQ3R, which stands for Survey, Question, read, recite, and review, are five steps to be followed in technical reading.

1. Survey: When you are assigned a section of textbook to study, first survey the pages to get a general idea of the material. Skim quickly over the topic headings: look at pictures, graphs, charts, or diagrams; see if there are questions or a summary at the end.
2. Question: After a rapid survey, ask yourself questions based on the material you have surveyed. This helps you to read with a purpose, looking for specific answers and anticipating essential points of information.
3. Read: Next read as rapidly as possible. Because you know what you are looking for and where you are going, your reading speed should be faster than if you had not first surveyed the pages and formulated questions for which you are seeking answers.
4. Recite: At the end of each section, summarize the material by reciting to yourself the important points. This helps you consolidate the information you have read, relate it to previous information, and prepare yourself for what is to follow.
5. Review: Finally, when you have finished the assignment, immediately review the material so that it will be formed into a unified whole. Also when you

have the next surveying it rapidly to refresh your memory. Each section though read separately and at different times, will fit together into the total organization of the material that the author intended.

According to Whorter (1992: 38), SQ3R is the way of learning as you read. It was built in 1940s by Robinson, and it is abbreviation of survey, question, read, recite, and review.

- 1) Survey-the objective to gather information about the concept in order to focus on what the reader will be learning.
- 2) Question-the objective to stimulate curiosity and get the reader to concentrate on what is about to be read.
- 3) Read-the objective is to look for the main points of the reading texts.
- 4) Recite-the objective is to write down the main points of the reading and any reality important facts, and opinions that help support the main points.
- 5) Review-the objective to increase retention and recite of the learned material. Summarizing what has been discussed or learned is part the review process.

Whorter (1992: 62) said that, the SQ3R reading method has been used successfully for many years. Considerable experimentation has been done and the system has proven effective in increasing students' retention. It is especially useful for textbooks and other highly factual, well-organized materials. Basically, SQ3R is the way of learning as you read. Each of the steps in the system briefly summarized, and then you will see how it can be applied to a sample selection.



- a. Survey, become familiar with the overall content and organization of the material and know it as prereading.
- b. Question, formulate question about the material that you expect to be able to answer as you read.
- c. Read, as you read each section, actively search for the answer to your guide question. When you find the answers, underline or mark portions of the texts that concisely state the information.
- d. Recite, probably the most important part of the system, “Recite” means that you should stop after each section or after each major heading, book away from the page, and try to remember the answer to your question.
- e. Review, after you finish reading, go back through the material again, reading titles, introduction, summaries, headings, and graphic material.

Mc Whorter (1992: 62) said that; developing in the 1940s, the SQ3R system has been used successfully for many years and the system has proven effective in increasing students’ retention. It is especially useful for textbooks and other highly factual; the steps of SQ3R can be described as follows;

1. Survey, become familiar with the overall content and organization of the material and know it as prereading. Mc Whorter (1992: 25-26) said that; prereading/survey is a way to familiarize yourself quickly with the organization and content of the material. Prereading involves getting a quick impression or overview of what you are going to read before beginning to read and prereading involves looking only at those parts of the reading material that will tell you what it is about or how it is

organized. The ways of prereading are: read the title, read the introduction or opening paragraph, read each boldface heading, read the first sentence under each heading, and notice any typographical aids.

2. Question, formulate question about the material that you expect to be able to answer as you read. Mc Whorter (1992: 38) said that; your purpose for reading should be as specific as possible. One of the best ways to develop specific purpose from guide question. Turning the chapter or essay title and headings into questions that you will try to answer as you read can from guide question. To put guide questions that beg

In with *What*, *Why*, or *How* are useful because they usually require you to think or to consolidate information and ideas.

Title : Bringing Science Under the Law

Question : How can science be brought under the law?

Why should science be brought under the law?

3. Read, as you read each section, actively search for the answers to your guide question. When you find the answers, underline or mark portions of the texts that concisely state the information.
4. Recite, probably the most important part of the system, 'Recite' means that you should stop after watch section or after each major heading, look a way from the page, and try to remember the answer to your question.
5. Review, after you finish reading, go back through the material again, reading titles, introductions, summaries, headings, and graphic material.

The acronym SQ3R stands for the five sequential techniques you should use to read a book. They are:

1. *Survey*

Survey the document: scan the contents, introduction, chapter introductions and chapter summaries to pick up a shallow overview of the text. Form an opinion of whether it will be of any help. If it does not give you the information you want, discard it.

2. *Question*

Make a note of any questions on the subject that come to mind, or particularly interest you following your survey. Perhaps scan the document again to see if any stand out. These questions can be considered almost as study goals - understanding the answers can help you to structure the information in your own mind.

3. *Read*

Read the document. Read through useful sections in detail, taking care to understand all the points that are relevant. In the case of some texts this reading may be very slow. This will particularly be the case if there is a lot of dense and complicated information. While you are reading, it can help to take notes in [Concept Map](#) format.

4. *Recall*

Once you have read appropriate sections of the document, run through it in

your mind several times. Isolate the core facts or the essential processes behind the subject, and then see how other information fits around them.

### 5. *Review*

Once you have run through the exercise of recalling the information, you can move on to the stage of reviewing it. This review can be by rereading the document, by expanding your notes, or by discussing the material with colleagues. A particularly effective method of reviewing information is to have to teach it to someone else. Ezra (2009: 1-5)

The purposes of SQ3R method according to Worther (1992:68) that SQ3R method is a system that improves your reading efficiency in three ways:

- a) Increasing your comprehension; most directly by S and Q steps. By surveying or rereading, you acquire an overview of the material that serves as an outline to follow as you read. In the question step, you focused on identifying what is the important idea as you read.
- b) Increasing your recite; your recite will improve through “recite and review steps”. It can be tasted by you after finishing reading text.
- c) It saves your variable time by encouraging you learn as you read.

Based on the explanation above, the writer can conclude that SQ3R is the key for readers to increase their reading achievement and help students become independent readers. SQ3R method makes students easy to identify the meaning, main idea, and word formation in reading text.

#### **D. The Procedure of Teaching and Learning Process by Using SQ3R Method**

In this research, it is very important for the writer to express the procedure of teaching and learning process by using SQ3R; the procedure can be forwarded as follows:

- 1) As researcher, I will explain to the students what SQ3R method is and what advantages of using SQ3R method in reading achievement are.
- 2) As researcher, I have some procedures or steps in teaching SQ3R method according to Jennifer Conner (<http://www.indiana.edu/-1517/SQ3R.html>) as follows:
  - a. Choose a text. This strategy is intended to be used with an expository text.
  - b. Before students read, have them survey the text. Have them review any of the following that are included in the text:
    - (a) The title
    - (b) Headings and subheadings
    - (c) Introductory sentences in paragraphs
    - (d) Captions under pictures
    - (e) Charts
    - (f) Graphs
    - (g) Maps
    - (h) Bold or italicized words
  - c. Before students read, have them asks questions about the text they will be reading. These questions should be recorded in the left-hand

column of a two-column table on a sheet of paper. Students should arrive at their questions by doing the following:

- (a) Turing the title into a question
- (b) Turing the headings into questions
- (c) Turing introductory sentences in paragraphs into questions.
- (d) If the author poses any questions in the sidebars or at the end of the text, writing those questions in their own words.

- d. Have students begin reading. Students should read to answer the questions they have written down. Each answer should be recorded in the right-hand column of the table, next to appropriate question.

#### SQ3R: an Example

Suppose your students were going to be reading a text called, “The Life of an Ant”. The text might include the following subheadings and introductory sentences:

The Life of an Ant	
Finding Sugar	
Ants like sweet-tasting food.....	
.....	
.....	
Using Their Feelers	
Ants cannot make sounds, but they can still talk to one another.....	
.....	
.....	
Living in an Ant Nest	
Ant nests are very impressive.....	
.....	
.....	

After surveying the text, the student would turn the title, headings, and introductory sentences into questions and write them down in the left-hand column of a table. Then, while reading, the student would look for answers to those questions. Each answer would be written down in the right-hand column next to its question:

The Life of Ant	
Questions	Answer
How do ants find sugar?	When an ant finds sugar, leaves a trail to the sugar that other ants can smell. That way, the other ants can follow the trail back to the sugar.
Do all ants like sweet tasting food?	Many do. But some ants eat the dead bodies of other insects. And others eat grass.
Why do ants touch each other with their feelers?	This is how ants communicate with one another.
What do ants “say” to one another?	Ants can let each other know where food is.
What do ants do in their nests?	They take care of eggs and feed baby ants. The queen lays eggs.
Why are ants’ nests so impressive?	It has many rooms and lots of tunnels.

When the student has finished reading, he or she would read each question and answer out loud. Then, a day, a week, and several with later, that student would review both the questions and answers.

I will describe the procedures in teaching and learning process, as follows:

**(A) The researcher's activities**

**1. The pre-test activities**

- a. The researcher greeted the students.
- b. The researcher explained what is going to do.
- c. The researcher began testing the students.

**2. The treatment activities**

- a. The researcher greeted the students specially to call as warming up.
- b. The researcher introduced the SQ3R method.
- c. The researcher taught the students theory and the technique on reading.
- d. The researcher assigned the students to search some articles as the source of reading.

**3. The post-test activities**

- a. The researcher greeted the students
- b. The researcher directly administered the post-test
- c. The researcher ended the research program.

**(B) The students' activities**

**1. The pre-test activities**

- a. The students responded the researcher's greeting.
- b. The students answered the question asked by the researcher.



## **2. The treatment activities**

- a. The students responded the researcher's greeting.
- b. The students listened to the researcher's explanation.
- c. The students did the assignment assigned by researcher.
- d. The students searched some articles as the source of SQ3R method.

## **3. The post-test activities**

- a. The students prepared to test.
- b. The students answer the question based on the text is given.

## **(C) The teacher's activities**

### **1. The pre-test**

- a. The English teacher greeted the students.
- b. The English teacher introduced the researcher to the students.
- c. The English teacher pleased the researcher to test the students.
- d. The English teacher rated the students' score.

### **2. The treatment activities**

The English teacher kept an eye and controlled the students

### **3. The post-test activities**

- a. The English teacher rated the students' score.
- b. The English teacher kept an eye and controlled the students

### **E. The Nature of Discussion Method**

The technique that commonly takes place during teaching and learning process is discussion method. Discussion is teaching and learning process, which some students are talking about something and ask question each other. In this situation, some students always pose question because the students want to seek clarification about something, which caused the students to speculate.

In discussion method, the communication not only happen between the students to the teacher but also happen among the students themselves to share the ideas, opinions, conclusions, and experiences, and this interaction happen through question, so that question strategy is important component in discussion method, as usual that the question strategy is essential for a reading strategy for developing comprehension ability.

Discussion is to talk about the matter that discussed (oxford dictionary, 1995: 119). The method is way to doing something (oxford, 1995: 262). Method is orderly arrangement of parts or steps to accomplish something or to procedure at technique of a particular discipline or field of knowledge.

This means, discussion method is the procedure to accomplish something through talk about the topic each other and share the ideas, opinions, to get more information about the topic to discuss. In discussion method, the students can enhance this reading comprehension through asking question between the teacher to the students and among the students

themselves a way to share the ideas, opinions, conclusions, and also students experiences about the topic discussed.

As Lin (<http://emoderators.can/moderators/meilenburge.html>) said that discussion method is one of the commonly used pedagogical techniques in the online classroom. Discussion is widely used because it can promote several types of thinking and certain types especially those characterized as constructivist are important in education proper attention to the design, facilitation, and maintenance of an online instructional discussion is critical to promote students constructive thinking.

#### **F. The Procedure of Teaching and Learning Process by Using Discussion Method**

In applying discussion method, the teacher will give explanation about what teacher wants the students to learn from the discussion in reading class, before the discussion takes places such as; the teacher clarifies her/his goals for discussion, the teacher plants guided questions for the discussion, the teacher designs activities that will prepare the students to discuss.

The process in applying discussion method is as follows:

1. The teacher gives a topic (work sheet) that will be discussed.
2. The teacher gives chance to the students to read the more sheet.
3. The teacher asks the students to post questions.
4. The teacher asks the other students to responses questions, and share their ideas or opinion about the topic that discussed in reading class.

5. The teacher gives explanation about the topic and gives some questions and correct answer.
6. The teacher provides a record or summary of key point as they have emerged, either orally or on the board.

Willbert (<http://iteslj.org/article/saricoban>)

### **G. The Relevant Research**

There are some previous researches concerning with reading achievement. One of which was conducted by Elhafizah (2004). In her research, she focused in correlation between learning by SQ3R method and students' interest in understanding reading text. She found out that by implementing by SQ3R method could influence the reading ability and reading interest of students. Based on her data presentation and the analysis, it is conclude that:

1. Understanding reading text need sufficient vocabularies to encode the verbal communication underlined by the ideas explored in the mind of the authors and also needs appropriate reading methods. The most famous reading method employed by successful readers all over the world is the SQ3R, understanding context clues, skimming and scanning.
2. Learning by using SQ3R reading method, in fact, correlated significantly with the students' understanding reading text. This is provide by result of statistical analysis and hypothesis testing that reads the value of  $r$  observed

was higher than that of  $r$  critic both at 5% and 1% significant levels ( $0.304 < 0.532 > 0.393$ ).

3. The students' interest in understanding reading text is categorized enough the data.

Secondly, it was conducted by Sarnoto (2009). In his research, he focused on a comparison on the student's reading achievement by using SQ3R method between those students who are majoring in science and social science. He found out that there were no significant different on the reading achievement between students in majoring science and social science by using SQ3R method. In his research, he just found different on students understanding in reading text based on his data analysis:

1. Some of students were difficult to identify the meaning of phrase and sentence.
2. Some of students were difficult to identify the topic sentence, main idea, and word formation in reading text.
3. Some of students were difficult to find detailed information or answer to a particular question.

#### **H. The operational concept**

A concept is an element that avoids misinterpreting and understanding in a scientific research. As a concept, it is still abstract forms. In a research plan, the concept has to be interpreted into particular words in order to be easy

to measure. It means that operational concept is needed to avoid misinterpreting to the paper content.

In this research, the writer concludes several factors to be operated that describe the operational concept, as follows:

Variable X:

1. The teacher develops the students' ability to survey and understand reading text.
2. The teacher motivates the students' to formulate and provide their own question then find the answer by their own words (the concept of *Question*).
3. The teacher gives a way to the students' how to read for comprehension, locate concepts and facts, record and reduce information in the margin (the concept of *Read*).
4. The teacher gives good ways to the students' to transfer information from reading text to long term memory (the concept of *Recite*).
5. The teacher stimulates the students be able to practice and rehearse the main concept, reflect on key learning's, and anticipate exam questions (the concept of *Review*).
6. The teacher gives a good way to the students' to determine the word formation, main idea, and topic sentence in reading text, one of the SQ3R method purposes.

Variable Y:

1. The students are able to find factual information of sentences.
2. The students are able to identify main idea in reading text.
3. The students are able to locate the meaning of vocabulary.
4. The students are able to identify references from reading text.
5. The students are able to identify inferences from reading text.

## **I. The Assumption and Hypothesis**

### **1. The assumption**

Before formulating hypothesis as a temporary answer to the problem, the writer would like to present some assumptions as follows:

- a. SQ3R method can help the students comprehend the reading text.
- b. The students have been taught about how to identify the main idea, supporting details of a paragraph, and how to recognize kinds of text.
- c. The respondents who are treated with SQ3R method achieve better reading comprehension than those who are not treated with SQ3R method.

### **2. The hypothesis**

Based on assumption above, the hypothesis of this study can be forwarded as follows:

**a. The Null hypothesis (  $H_0$  )**

There is no a significant difference in reading comprehension between students who are treated with SQ3R method and those who are treated without SQ3R method of the second year students' at MAN 1 Pekanbaru.

**b. The Alternative hypothesis (  $H_a$  )**

There is a significant difference in reading comprehension between students who are treated with SQ3R method and those who are treated without SQ3R method of the second year students' at MAN 1 Pekanbaru.



## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. The Design of the Research**

This research was Pre-Experimental design and the type of the research is the Statistic-Group Comparison. The statistic-group comparison at least involves two groups, one that receives a new, or experimental, treatment and other that receives a traditional, or control treatment. Both groups are post tested. The study consists of two variables.

#### **B. The Location and Time of the Research**

The research was conducted at the second year of MAN 1 Pekanbaru. This research was started from March until June 2009.

#### **C. The Subject and Object of the Research**

The subject of this research was students of MAN 1 Pekanbaru. The object of this research was the effect of SQ3R method.

#### **D. The Population and Sample of the Research**

The population of this research was all the second year students of MAN 1 Pekanbaru. They consisted of seven classes of IPA XI. 1 (36 students), 2 (35 students), 3 (31 students), 4 (31 students), and IPS XI. 1 (34 students), 2 (34 students), 3 (20 students). Based on the data above, all of population are 229 students. Because, in this research the writer used Quasi-experimental research design, the writer took two classes only. They were IPA

XI. 3 class consisted of 31 students as *experimental* group, and IPA XI. 4 class consisted of 31 students as *control* group. So, the total of sample was 62 students.

Since the number of total population was quite large, the writer used cluster sampling, because the students were already formed into classes. According to Husaini (2008: 185), in cluster sampling, population is divided into some groups/clusters. These cluster that has been taken randomly will be a sample. The specification of the population can be seen on the table below:

**Table III.1**

**Population and Sample of the Second Year Students at MAN 1 Pekanbaru**

Number	Classes	Population		Total
		Female	Male	
1	IPA XI. 1	25	11	36
2	IPA XI. 2	25	10	35
3	IPA XI. 3	21	10	31
4	IPA XI. 4	21	10	31
5	IPS XI. 1	22	12	34
6	IPS XI. 2	23	11	34
7	IPS XI. 3	15	5	20
				229

The specification of the research sample can be seen on the table below:

**Table III.2**  
**The Sample of the Research at MAN 1 Pekanbaru**

Number	Classes	Population		Total
		Female	Male	
1	IPA. 3	21	10	31
2	IPA. 4	21	10	31
TOTAL				62

#### **E. The techniques of the Data Collection**

In order to get some data needed to support this research, the writer applied the techniques as follows:

##### **1. Observation**

This technique was carried out to observe directly the process and the result on the effect of SQ3R method toward student's reading achievement. The observation was used in classroom. It was carried out for eight meetings.

##### **2. Test**

The test was distributed to measure the student's reading achievement. The test was divided into two tests; pre-test was given before the treatment, and post-test was given after doing the treatment. The type of the test was multiple choice tests which consisted of 25 items.

## F. The Techniques of Data Analysis

The technique of collecting data in this research was used test. The type of the test was multiple choice tests which consisted of 25 items. The data were analyzed by SPSS 16:

The reliability coefficients for good classroom achievement test are expected to exceed 0.0 and closed 1.00. Heaton (1995: 16) states that, the reliability of the test is considered as follows:

0.00 – 0.20	Reliability is low
0.21 – 0.40	Reliability is sufficient
0.41 – 0.60	Reliability is high
>. 0	Reliability is very high

Achievement test was used to evaluate subject results given from teachers to students, and so forth. To apply this test, the writer can divide the test into multiple choices.

In analyzing the data, the writer used scores of the pre-test and post test of the experiment and control group. These score were analyzed by using statistical analyzed. The different mean was analyzed by using Paired-sample T-test SPSS.

The formula in the final step follows the basic format of:

$$\text{Test value} = \frac{(\text{observe value}) - (\text{expected value})}{\text{Standard error}}$$

Where, the observe value was the mean of the differences. The expected value was  $\mu d = 0$ . The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample

size. Both populations must be normally or approximately normally distribute, Bluman (2004: 466).

The following formula was t-Table. T-Table was employed to see a significant difference between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

$$df = N - 1$$

Statistically hypothesis:

$$H_o = t_o < t_{table}$$

$$H_a = t_o > t_{table}$$

Criteria of hypothesis:

1.  $H_o$  is an accepted if  $t_o < t_{table}$ . It can be said that there is no significant difference in reading achievement between the students taught by using group work activities and without group work activities.
2.  $H_a$  is accepted if  $t_o > t_{table}$ . It can be said that there is significant difference in reading achievement between the students taught by using group work activities and without group work activities.

## **CHAPTER IV**

### **THE DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Data of Classroom Observation**

Besides the test, the writer also observed the effect of SQ3R method. The kinds of observation in this research only describe the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight observations to experiment class about the effect of SQ3R method toward reading achievement of the second year students at MAN 1 Pekanbaru. The data can be seen as follows:

##### **The Observation of English teachers at MAN 1 Pekanbaru**

From the first to the last observation, I observed the researcher had done SQ3R method steps or procedures rightfully. He was a good partner in teaching and learning process. He had good preparation in every meeting because; the researcher had to combine his teaching form within teaching English procedure at MAN 1 Pekanbaru. The researcher also done formative test in every meeting. Based on my observed, the researcher had done SQ3R procedures in teaching and learning process. See **Appendix A**

### **The Observation Form of Experimental Group at MAN 1 Pekanbaru**

From the first observation, there were good cooperation with the staff, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to begin study English. From the third observation, I saw students had good preparation to start study, and they were honor person. From the fourth observation, I saw they were very enjoying in learning by using SQ3R method and communicative.

From the fifth observation, students had focused in learning process. Automatically they had good result in test. From the sixth, students involved in teaching and learning process, and more active than before, and the English teachers was very communicative as a controller in the classroom. From the seventh observation, I saw they had good achievement than before based on their test result, and I did treatment to go the post-test. From the observations done above, it can be conclude that in classroom observation researcher, teachers, and students had done good cooperation in teaching and learning process. It could be seen from the teachers as a controller in the classroom as long the researcher done the research. See **Appendix A**

### **2. The Data from Test**

The student's reading achievement data were gotten present based on the result of the test, to get a good data; test must be valid and reliable. The data about students' reading achievement were obtained from the test that the writer

administrated achievement test. The writer made multiple choice questions. The score for each item was 4 (four). So, the students who answered all correct answer will get 100. The scores are presented in appendix. Based on the research finding, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 2.65. Therefore, it can be analyzed that  $t_o$  is higher than t table in either at 5% or 1% grade of significance. It can be read that  $2.00 < 11.78 > 2.65$ . It means that there is significant effect of SQ3R method toward reading achievement of the second year students' at MAN 1 Pekanbaru.

## **B. THE DATA ANALYSIS**

### **1. The Data from Classroom Observation**

Based on the data, the writer did not use items observation format category, but the writer only used descriptive form in observation. Then, the writer concludes that between researcher, teachers, and students had good cooperation as long the writer did the research at MAN 1 Pekanbaru.

### **2. The Data from Test**

In order to find whether or not there was a significant difference in increasing students' reading achievement of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. The difference of means was



analyzed by using Paired sample T-test in SPSS. Instead, this research uses pre-test and post-test.

Where, the observe value was the mean of the differences. The expected value was  $\mu d = 0$ . The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distribute, G. Bluman (2004: 466).

This research is to obtain the effect of SQ3R method toward reading achievement of the second year students' at MAN 1 Pekanbaru. The data of this research are the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found that class XI 3 as the experimental group and XI 4 as the control group.

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both group (experimental group and control group) were asked to express the pre-test and post-test.
- b. The teacher evaluated from the test based on reading comprehension aspect that consists of finding.

There were 25 items of reading comprehension test given to the 31 respondents in this research. From the test, it was obtained that the lower score

is 64 and the higher score is 88. The mean is 81.03. The data were obtained from the research by using SPSS. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it is consisted of four analysis group:
  - a. *Percentile Values*, click *Quartiles* and *Percentiles (s)*.
  - b. *Central Tendency*, click Mean, Mode, and Sum.
  - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
  - d. *Distribution*, click Skew ness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.
6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue. (Hartono: 31-39).

The result of the test from the experimental and control group can be seen in the following table:

**Table IV.1**

		Before	After	Ctrlbefore	Ctrlafter
N	Valid	31	31	31	31
	Missing	0	0	0	0
Mean		68.84	81.00	68.65	74.94
Std. Error of Mean		1.174	.799	1.068	1.407
Median		68.00	80.00	70.00	76.00
Mode		64	84	64 <sup>a</sup>	76 <sup>a</sup>
Std. Deviation		6.538	4.450	5.947	7.831
Variance		42.740	19.800	35.370	61.329
Skewness		.547	-.519	.238	-.270
Std. Error of Skewness		.421	.421	.421	.421
Kurtosis		-.625	-.010	-1.059	-.745
Std. Error of Kurtosis		.821	.821	.821	.821
Range		24	18	19	27
Minimum		60	70	61	61
Maximum		84	88	80	88
Sum		2134	2511	2128	2323
Percentiles	25	64.00	77.00	64.00	68.00
	31	64.00	79.76	64.00	72.00
	50	68.00	80.00	70.00	76.00
	75	72.00	84.00	72.00	80.00
	90	79.20	87.20	76.00	84.00
a. Multiple modes exist. The smallest value is shown					

Based on the table above, we can see that mean score of experimental group after having treatment was (81.03), and standard deviation was (4.378).

If we compare with before treatment score was mean (68.00), and standard deviation was (7.080). It means that the experimental after is better than before. In control group after, had mean was (74.84), and standard deviation was (8.013). When we compare with control before, mean was (67.87), and standard deviation was (6.323). It means that the control after is better than before.

**Table. IV.2**

**The Frequency Distribution of Reading Comprehension Test in  
Experimental Group**

**Before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	7	22.6	22.6	22.6
	64	10	32.3	32.3	54.8
	68	1	3.2	3.2	58.1
	72	6	19.4	19.4	77.4
	76	4	12.9	12.9	90.3
	80	2	6.5	6.5	96.8
	84	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

From the table 1V.2, about the frequency distribution of experimental before shows the output from 31 respondents, the valid percent at interval 60 was 22.6%, at interval 64 was 32.3%, at interval 68 was 3.2%, at interval 72 was 19.4%, at interval 76 was 12.9%, at interval 80 was 6.5%, at interval 84 was 3.2%.

**Table. 1V.3**  
**The Frequency Distribution of Reading Comprehension Test in**  
**Experimental Group**  
**After**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	6.5	6.5	6.5
	76	6	19.4	19.4	25.8
	80	8	25.8	25.8	51.6
	84	12	38.7	38.7	90.3
	88	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

From the table 1V.3, about the frequency distribution of experimental before shows the output from 31 respondents, the valid percent at interval 72 was 6.5%, at interval 76 was 19.4%, at interval 80 was 38.7%, and at interval 88 was 9.7%.

**Table. 1V.4**

**The Frequency Distribution of Reading Comprehension Test in  
Control Group**

**Table IV.5****Before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	9.7	9.7	9.7
	64	2	6.5	6.5	16.1
	68	3	9.7	9.7	25.8
	72	5	16.1	16.1	41.9
	76	6	19.4	19.4	61.3
	80	6	19.4	19.4	80.6
	84	4	12.9	12.9	93.5
	88	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

From the table 1V.5, about the frequency distribution of experimental before shows the output from 31 respondents, the valid percent at interval 60 was 9.7%, at interval 64 was 6.5%, at interval 68 was 9.7%, at interval 72 was 16.1%, at interval 76 was 19.4%, at interval 80 was 19.4%, at interval 84 was 12.9%, at interval 88 was 6.5%.

**Table IV.6**  
**The Frequency Distribution of Reading Comprehension Test**  
**in**  
**Control Group**

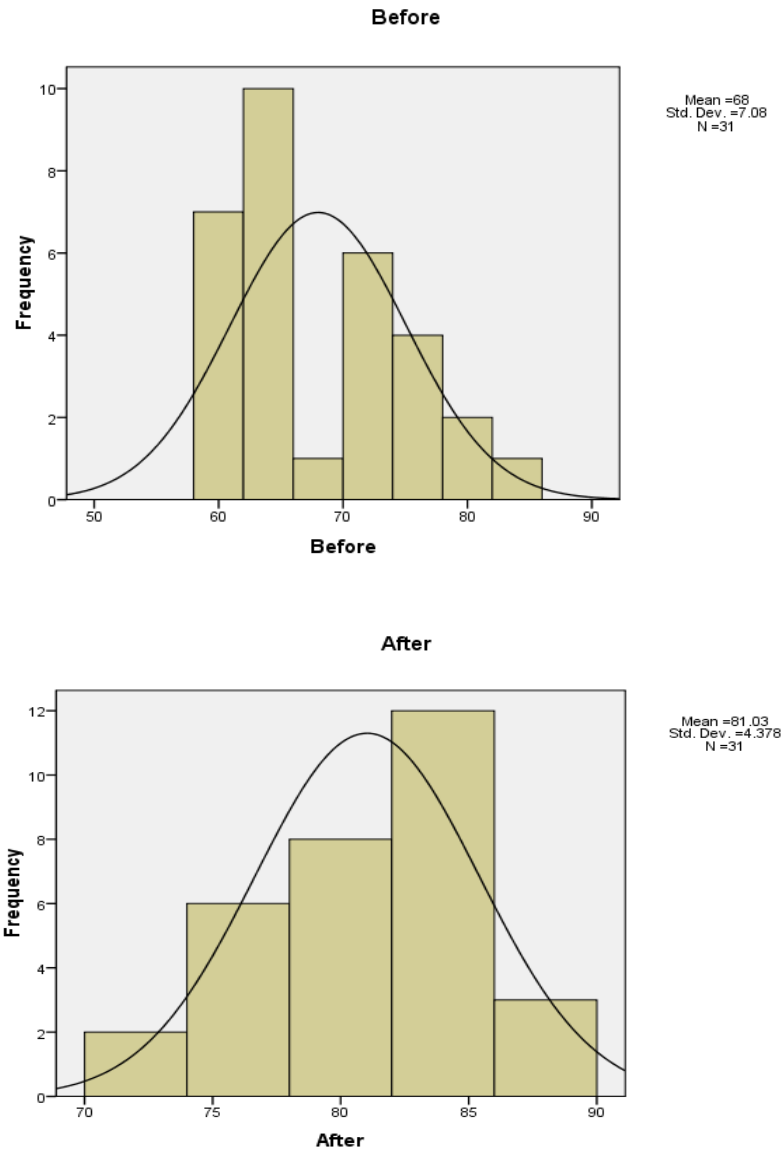
**After**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	6	19.4	19.4	19.4
	64	10	32.3	32.3	51.6
	68	2	6.5	6.5	58.1
	72	7	22.6	22.6	80.6
	76	4	12.9	12.9	93.5
	80	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

From the table 1V.4, about the frequency distribution of experimental before shows the output from 31 respondents, the valid percent at interval 60 was 19.4%, at interval 64 was 32.3%, at interval 68 was 6.5%, at interval 72 was 22.6%, at interval 76 was 12.9%, at interval 80 was 6.5%.

To know more about using SQ3R method (experimental group) result given to the 31 respondents of the second year students' at MAN 1 Pekanbaru, the writer gives the following histogram:

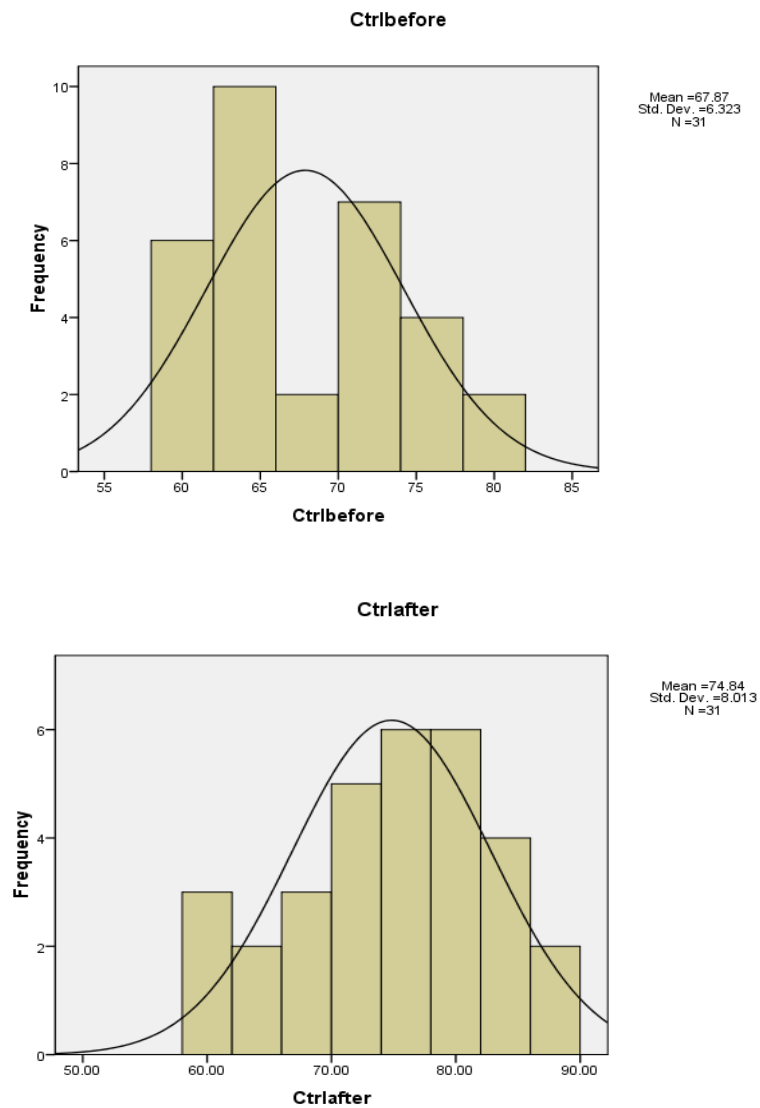
### Histogram of Experimental group



Based on histogram above, we can see that mean score of experimental group after having treatment was (81.03), and standard deviation was (4.378). If we compare with before treatment score was mean (68.00), and standard deviation was (7.080). It means that the experimental after is better than before.



### Histogram of Control group



In control group after, had mean was (74.84), and standard deviation was (8.013). When we compare with control before, mean was (67.87), and standard deviation was (6.323). It means that the control after is better than before.

To obtain the data about the contribution of SQ3R method toward students' reading achievement, the writer acquires to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficulty or too easy often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly (Heaton, 1995: 178).

The formula for item difficulty is as follows:

$$FV: \frac{R}{N}$$

Where FV: index of difficulty or facility value

R: the number of correct answer

N: the number of examiners or students taking the test

Heaton (1995: 178).

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded and changed into new items appropriate. Heaton 1995: 179) said that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level of difficulty is  $<0.30$  and  $>0.70$ . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”, it can be seen in the following tables:

**Table IV.7**  
**The students are able to find factual information**

Variable	Finding Factual Information				N
Item no	4	9	19	22	31
Correct	10	16	20	18	
P	0.32	0.52	0.65	0.58	
Q	0.68	0.48	0.35	0.42	

Based on the table IV.7, the proportion of correct answer for item number 4 shows the proportion of correct 0.32, item number 9 shows the proportion of correct 0.52, item number 19 shows the proportion of correct 0.65, item number 22 shows the proportion of correct 0.58. Based on standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table IV.8**  
**The students are able to identify main idea**

Variable	Identifying main idea			N
Item no	1	11	21	31
Correct	22	17	27	
P	0.71	0.55	0.87	
Q	0.29	0.45	0.13	

Based on the table IV.8, the proportion of correct answer for item number 1 shows the proportion of correct 0.71, item number 11 shows the proportion of correct 0.55, item number 21 shows the proportion of correct 0.87. Based on standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table IV.9**  
**The students are able to locate the meaning of vocabulary**

Variable	Locating the meaning of vocabulary				N
Item no	2	13	15	18	31
Correct	16	17	15	23	
P	0.52	0.55	0.48	0.74	
Q	0.48	0.45	0.35	0.26	

Based on the table IV.9, the proportion of correct answer for item number 2 shows the proportion of correct 0.52, item number 13 shows the proportion of correct 0.55, item number 15 shows the proportion of correct 0.48, item number 18 shows the proportion of correct 0.74. Based on standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table IV.10**  
**The students are able to identify reference**

Variable	Identifying reference				N
Item no	7	14	16	23	31
Correct	22	18	17	28	
P	0.71	0.58	0.55	0.90	
Q	0.29	0.42	0.45	0.10	

Based on the table IV.10, the proportion of correct answer for item number 7 shows the proportion of correct 0.71, item number 14 shows the proportion of correct 0.58, item number 16 shows the proportion of correct 0.55, item number 23 shows the proportion of correct 0.90. Based on standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table IV.11**  
**The students are able to identify inference**

Variable	Identifying inference				N
Item no	3	5	10	24	31
Correct	19	16	16	18	
P	0.61	0.52	0.52	0.58	
Q	0.39	0.48	0.48	0.42	

Based on the table IV.11, the proportion of correct answer for item number 3 shows the proportion of correct 0.61, item number 5 shows the proportion of correct 0.52, item number 10 shows the proportion of correct 0.52, item number 24 shows the proportion of correct 0.58. Based on standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table 1V.6****The Result of Pre Test and Post Test for Experiment Class**

<b>Students</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	60	77	2.704	5.929	4620
2	76	80	6.400	6.400	6080
3	64	80	5.776	6.400	5120
4	64	84	3.721	5.184	5376
5	61	76	3.721	5.776	4636
6	61	80	3.721	3.721	4880
7	80	84	6.400	7.056	6720
8	64	84	1.936	7.056	5376
9	64	76	5.776	5.776	4864
10	84	88	7.056	7.744	7392
11	72	80	5.184	6.400	5760
12	80	84	6.400	7.056	6720
13	70	84	3.721	8.464	5880
14	64	70	3.721	4.096	4480
15	76	88	7.744	7.744	6688
16	64	84	2.704	7.056	5376
17	64	77	3.721	4.624	4928
18	72	84	5.184	7.056	6048
19	72	80	6.400	6.400	5760
20	64	84	5.184	6.400	5376
21	61	77	3.721	3.721	4697
22	72	88	5.184	7.744	6336
23	76	84	5.776	7.056	6384
24	72	84	5.184	7.056	6048
25	76	80	5.776	5.776	6080
26	64	84	5.184	8.464	5376
27	68	72	4.624	5.184	4896
28	68	77	4.624	4.624	5236
29	72	84	5.180	7.056	6048
30	61	80	3.721	5.180	4880
31	68	77	4.624	4.624	5236
	<b>2134</b>	<b>2511</b>	<b>150.772</b>	<b>192.823</b>	<b>173297</b>

**Table 1V.7****The Result of Pre Test and Post Test for Control Class**

<b>Students</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	70	80	4900	6400	5600
2	70	76	4900	5776	5320
3	72	80	5184	6400	5760
4	72	88	5184	7744	6336
5	70	84	4900	7056	5880
6	76	84	5776	7056	6384
7	64	72	4096	5184	4608
8	76	76	5776	5776	5776
9	80	80	6400	6400	6400
10	80	88	6400	7744	7040
11	72	84	5184	7056	6048
12	64	64	4096	4096	4096
13	61	68	3721	4624	4148
14	64	72	4096	5184	4608
15	76	80	5776	6400	6080
16	72	80	5184	6400	5760
17	68	76	4624	5776	5168
18	72	76	5184	5776	5472
19	64	76	4096	5776	4864
20	76	84	5776	7056	6384
21	61	80	3721	6400	4880
22	72	72	5184	5184	5184
23	61	61	3721	3721	3721
24	61	72	3721	5184	4392
25	68	68	4624	4624	4624
26	64	64	4096	4096	4096
27	72	72	5184	5184	5184
28	64	76	4096	5776	4864
29	64	68	4096	4624	4352
30	61	61	3721	3721	3721
31	61	61	3721	3721	3721
	<b>2128</b>	<b>2323</b>	<b>147138</b>	<b>175915</b>	<b>160471</b>



### **Validity of the Test**

Every test, either it is a short, informal classroom test or a public examination should be a valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure.

Heaton (1988: 159) said, “The validity of the test is the extent to which it measures what it is supposed to measure and nothing else.” There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

Knowing that the validity can be a decimal unity (1.0), it then becomes theoretical upper limit of the validity coefficient then it is (1.0). It means that the test is valid. See **appendix C**

Grant (1987: 89) said that validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure. A test is said to be valid to the extent that it measures what it is supposed to measure. Any given test then may be valid for some purposes, but not for others. The matter of concern in testing is to ensure that any test employed is valid for the purpose for which it is administered. For most empirical kinds of validity, reliability is necessary but not sufficient condition for validity to be present. Stated in another way, it is possible for a test to be reliable without being valid for a specified purpose, but it is not possible for a test to be valid without first being reliable.

## **Reliability**

A test must first be reliable, as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton (1988: 162) explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing.
2. The administration of the test, clearly this is an important factor in deciding reliability.

Grant (1987: 74) said that reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error of measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of confidence possible in scores obtained from the test.

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

**Table 1V.8**

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	30	96.8
	Excluded <sup>a</sup>	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

**Table. IV.9**  
**Reliability Statistics**

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
-1.013	-.638	25

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

**Table. IV.10**  
**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
15.23	2.944	1.716	25

a. The Reliability of Test

Number items	25
Mean	15.23
Standard deviation	1.716
Cronbach's Alpa	1.013

The score obtained compare to *r* table of product moment that the degree of freedom is 60 "*r*" product moment at level 5% is 0.250 and 1% is 0.325. The score obtained of Cronbach's Alpa was 1.013 higher then *r* table

whether 5% and 1% ( $0.250 \leq 1.013 \leq 0.325$ ). It means that the test was reliable. See **appendix C**

### Paired Sample t-test

When the samples are dependent, a special t test for dependent mean is used. This test employs the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \text{Two-tailed...left-tailed...right-tailed} \\ \hline H_0 : \mu_D = 0, H_0 : \mu_D \geq 0, H_0 : \mu_D \leq 0 \\ H_1 : \mu_D \neq 0, H_1 : \mu_D < 0, H_1 : \mu_D > 0 \end{array}$$

Where  $\mu_D$  is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value  $\mu_D$  is zero if the hypothesis is  $\mu_D = 0$ . the standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

**Table IV.11****The Data from Paired Sample t test****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before	68.84	31	6.538	1.174
After	81.00	31	4.450	.799

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Before & After	31	.508	.004

**Paired Samples Test**

	Paired Differences					T	Df	Sig(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before – After	-12.161	5.745	1.032	-14.269	-10.054	-1.786	30	.000

**Analysis out put SPSS 16.0**

1. *Out put Paired Samples Statistics* shows mean before 68.84, and after 81.00, while N of two samples are 31. The Standard of Deviation before are showed 6.538, and after are showed 4.450. The Mean standard error before are showed 1.174, and after are showed 779.

2. *Output Paired Samples Correlation* shows correlation between before and after, where correlation obtained are 0.508 and samples significant are .004.

The probability assumption are:

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

So, because samples significant 0.04 smaller than 0.05. Its mean the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* shows analysis result by using t test. Where t test compare between  $t_0$  (t observation) and  $t_t$  (t table). The score obtained of  $t_0$  was 11.78 higher then t table whether 5% and 1% ( $2.00 < 11.78 > 2.65$ ). It means that the null hypothesis cannot be accepted. The probability assumption are:

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is.  $< \alpha(0.00 < 0.05)$   $H_0$  cannot be accepted and  $H_a$  can be accepted. From the data above teaching reading by using SQ3R method got effect toward students' reading achievement. Hartono (2008: 151-152).

After calculating the degree of freedom above, we know that the degree of freedom is 30. The t-table at 5% grade of significant is 2.00; while in the level of significant 1% are 2.65. So the writer can conclude that  $t_0$  is higher than t-table 5% and 1%. It can be read that  $2.00 < 11.78 > 2.65$ .

The score above shows that the alternative hypothesis can be accepted and it means that there is significant effect of SQ3R method toward reading achievement of the second year at MAN 1 Pekanbaru.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After having the research, it seems very important to the writer to make conclusion and give suggestions for the students and teacher.

#### **A. Conclusion**

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 2.65. Therefore, it can be analyzed that  $t_o$  is higher than t table in either at 5% or 1% grade of significance. It can be read that  $2.00 < 11.78 > 2.65$ . It means that there is significant effect of SQ3R method toward reading achievement of the second year students' at MAN 1 Pekanbaru.

Related for this study, by using SQ3R method can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions.

#### **B. Suggestion**

Considering the result of this study, the writer would like to give some suggestion. They are follows:

**1. Suggestion for Teachers**

- a. The researcher suggested English teachers to choose the suitable methods in teaching their reading students in order to make the students feel interesting and not boring, and studying English based on teaching experience when the researcher conducted research.
- b. It is important for the teacher to improve the students' comprehension in reading text by giving any assignment or homework, especially the question in form of main idea and supporting details, which is regarded more difficult for the students.

**2. Suggestion for Students**

- a. The students should be creative to select kinds of reading in order to comprehend more the text and in order to diminish in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic with this study.

## REFERENCES

- Bentinengsih. (2006). "The Students Attitude in Using English Dictionary in Increasing Their Reading Achievement Department of State Islamic University of Suska Riau". Thesis. Unpublished.
- Brown H, D. (1994). *Principles of Language Learning and Teaching*. San Francisco, Caloformia: San Francisco State University, Addison Wesley Longman Inc.
- Dorenea. (2010). *Curriculum Reading and Writing Achievement Standard*. Retrieved: 03/06/2010, 15: 46. <http://www.readingachievement.com>
- G. Bluman, A. (2004). *Elementary Statistics*. United States Library of Congress.
- Hartono. (2004). *Statistik untuk Penelitian*. Pustaka Pelajar. Yogyakarta.
- Hartono. (2008). *Analisis Data Statistika dan Penelitian (SPSS 16.0)*. Yogyakarta
- Harmer, J. (1991). *The Practice of English Language Teaching*. London and New York Longman.
- Heaton, J.B. (1988). *Writing English Language Test*. New York. Longmen. Inc.
- Henning, G. (1987). *Language Testing*. A division of Harper & Row, Publishers, Inc.
- Hornby, As. (2000). *Oxford: Advanced Learner's Dictionary*. (6<sup>th</sup>ed). New York: Oxford University Press.
- Husaini and Purnomo. (2008). *Pengantar Statistika*. Bumi Aksara.
- Mc Worther, K. (1992). *Efficient and Flexible Reading*. New York, Harper Collins Publishers.
- Nunan, D. (1991). *Language Teaching Methodology*. New York London: Prentice Hall.
- Nurhadi. (1987). *Membaca Cepat dan Efektif*. Sinar Baru, Bandung.
- Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language*. Heinemann Educational Books, London.

Paulston, C. (1976). *Teaching English as a Second Language*. Printed in the United States of America.

Pound, E. (2009). Reading Strategy. [http://www.sq3r\\_method.com/?](http://www.sq3r_method.com/?) Retrieved: 26/06/2009, 15: 46.

Rinsky and Wassman. (2000). *Effective Reading*. Prentice Hall, Inc. Upper Saddle River, New Jersey 07458.

Syafi'i. (2007). *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. Pekanbaru. LBSI

Tohorin. (2001). *Psikologi Belajar Pendidikan Agama Islam*. Pekanbaru: UIN Press.

## **LIST OF TABLES**

1. The Population of the Research .....	30
2. The Sample of the Research .....	31
3. The Table of Test .....	39
4. The Frequency Distribution of Reading Comprehension Test .....	40
5. Tables of Item Difficulties .....	47
6. The Result of Pre-Test and Post-Test .....	51
7. The Table of Paired Sample T-Test .....	58

## **LIST OF APPENDIX**

<b>APPENDIX A</b>	: Observation
<b>APPENDIX B</b>	: Lesson Plan
	: Base Curriculum Unit Level (KTSP)
	: The Syllabus of MAN 1 Pekanbaru
<b>APPENDIX C</b>	: List of Test
<b>APPENDIX D</b>	: Key Answer of Test
<b>APPENDIX E</b>	: The Score of the Test (Try Out)
<b>APPENDIX F</b>	: The Score Sheet